

# Title II of the Higher Education Act Institutional Report

Report Year 1  
Academic year: 1999-2000  
Fall 1999, Winter, 2000, Summer 2000

Institution name: **Columbia College**

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Columbia College						
<b>Institution Code</b>	6095						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	31						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	29						
					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Type of Assessment</i>	<i>Assessment Code Number</i>
<b>Professional Knowledge</b>							
PRINCIPLES LEARNING & TEACHING 5-9	523	6			135	133	99%
<b>Academic Content Areas</b>							
ELEM ED CURR INSTRUC	011	14	14	100%	1614	1547	96%

ASSESSMENT							
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			172	168	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	1			126	123	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			276	269	97%
ART EDUCATION	130	3			2		
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Columbia College					
<b>Institution Code</b>	6095					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	31					
<b>Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup></b>	29					
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	51	48	94%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	3			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	54	51	94%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **81**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **42**

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

1 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 6

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 11.57

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 8.

The total number of hours required is 320 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state? X Yes \_\_\_ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### Section III. Contextual information

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

#### Education Department: Mission Statement, Core Values and Program Goals

The following *mission statement* for the Education Department has been adopted:

*To maintain programmatic excellence, the Education Department will prepare unique teachers and instructors who are firmly grounded in their academic areas of expertise, as well as in the pedagogical methods and techniques appropriate for their learners.*

In support of the department's mission statement, the following *core values* have been adopted: scholarship, foresight, responsiveness, probity, prudence, commitment and reflection.

*Scholarship* - Know the most recent research and what constitutes best practice;

*Foresight* - Anticipate future needs and have resources and responses on-hand;

*Responsiveness* - Be willing to do what is needed;

*Probity* - Do what is correct to do;

*Prudence* - Proceed exercising caution and responsibility;

*Commitment* - Stop only when the task is complete; and

*Reflection* - Initiate and follow every action and decision with thoughtfulness.

These core values communicate the department's intent that they should shape and guide our program, and characterize, as well, faculty, staff and students individually.

#### Teacher Education Program

For professional certification as a teacher in Missouri, the Education Faculty have adopted the MoSTEP Quality Indicators as goals that must be met by students in the Teacher Education Program before they may be recommended for certification. The goals are:

1. Understands the central concepts, tools of inquiry and structure of the discipline(s) within the context of a global society, and creates learning experiences that make these aspects of subject matter meaningful to each student;
2. Understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students;
3. Understands how students differ in their approach to learning and creates instructional opportunities that are adapted to diverse learners;
4. Recognizes the importance of long-range planning and curriculum development, and develops, implements, and evaluates curriculum based upon student, district and state performance standards;
5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills;
6. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning and self-motivation;
7. Models effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner;
9. Is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students; and
10. Fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

**Assessment of the Teacher Education Program:** Regular assessments are performed to measure student learning in:

General Education – The College Basic Academic Skills Examination (CBASE) is employed to assure education students are proficient in Language, Mathematics, Social Studies and Science. Students must pass the CBASE before being admitted into the Teacher Education Program;

Academic Content Area Knowledge – The PRAXIS II, Education Testing Service, is used to assure that education students are proficient in their specific areas of content specialization. Students must pass the PRAXIS II to be recommended for teacher certification;

Professional Education – To successfully demonstrate professional education proficiency, students must successfully pass Student Teaching with a "B" grade, or better; complete a Portfolio containing narratives and supporting artifacts which demonstrate proficiency in pedagogical knowledge, as reflected by the program goals; and successfully complete an Exit Interview with departmental faculty. Students must be successful on each requirement to be recommended for teacher certification.

In addition, program assessments are collected annually from Graduates, First-Year Teachers, Second-Year Teachers, Fifth-Year Teachers, and Principals' Evaluations of 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> Year Teachers. All program assessments are centered on the goals of the Teacher Education Program.

**B. Missouri has asked each institution to include at least the following information.**

**1. Institution Mission**

**Statement of Mission**

Columbia College assists individuals in gaining a broad understanding of the liberal arts and sciences through exemplary teaching. Learning is made possible by the discovery, acquisition, and application of knowledge, diverse learning experiences, and the totality of interaction among faculty, staff, and students. In both undergraduate and graduate education, the College encourages intellectual growth, preparation for the world of work, involved citizenship, and lifelong learning in order to pursue excellence in human endeavor.

**2. Educational Philosophy**

### **Philosophical Overview**

“...we are impatient...with talk about fundamental issues pertaining to what kinds of individuals schools should seek to develop, what kinds of experiences young people should have in schools, and of all education is.” (Goodlad, 1994)

Columbia College seeks to provide both those who are exploring teaching as a career choice and those who have made a commitment to education experiences that will enhance fundamental knowledge of educational principles and meet their developmental needs. Columbia College and the college Department of Education seek to prepare individuals for advancement in their profession and recognize the importance of developing the whole person through the emphasis on serious scholastic endeavor and broadening of educational opportunity.

Columbia College Department of Education in conjunction with the Columbia Public Schools and the Professional Standards Teachers Committee worked to establish guidelines along with dedicated teachers in the system who share the responsibility for developing and promoting excellence in teaching. Columbia College encourages intellectual growth, preparation for the world of work, involved citizenship, and lifelong learning in order to pursue excellence in human endeavor.

The Department of Education promotes the mission of Columbia College in its efforts to provide personal and direct service for students of all ages, interests, abilities, and backgrounds. The department maintains high and ethical standards for students at both the entry and advanced levels. All students accepted into the education program are treated in an ethical and humane manner.

The Department of Education recognizes the seriousness of the responsibility inherent in the teaching profession, and provides opportunities for growth and development for prospective teachers, promotes competent and reflective teaching, and maintains high expectations and standards for professional and nonprofessional staff.

The Education Department of Columbia College continues to seek its highest level by being committed to “building a community of learners by eliciting and supporting human learning.” (Barth, 1990).

### **3. Conceptual Frameworks**

#### **Conceptual Frameworks**

The philosophy and belief of the Teacher Education Program is articulated in the Reflective Decision-Maker conceptual model working concomitantly with the Developing Professional model to provide the basic driving force for curriculum and instruction in the undergraduate and graduate programs.

The Reflective Decision-Maker model, grounded in the work of theorists from Dewey (1933) through to Schon (1987), Kennedy (1989), and Valli (1992), centers on a commitment to reform through a conception of good teaching, and an orientation which emphasizes a knowledge base grounded in current research, tempered with analytic skills which encourage independent thought and reflection, to provide the basis for professional decision making. Based on cognitive psychology and constructivist theory, the model attempts to prepare educators who integrate a strong theory base with experience, subjecting both to reflective analysis and arriving at synthesis, before making decisions. The movements toward site-based management and the empowerment of teachers make the model relevant and appropriate. The model fosters the development of teachers as educational leaders who use critical and creative thinking, recognize that teaching is a highly complex learner and context specific phenomena, and employ collaboration, reflection and action research as means of meeting the needs of learners, school and community.

The Developing Professional Model complements and support the Reflective Decision-Maker Model, recognizing that development occurs when there is opportunity for inquiry into practice. The inquiry must include the same components as that of the Reflective Decision-Maker; namely, opportunities for collaboration and for reflective inquiry tied to decision-making and eventually, action research.

The works of Berliner (1998) and Katz (1972) and others have documented the belief that teachers pass through developmental stages in their careers. Teachers themselves have documented their growth in narrative form. This growth can be attested to by changes in actions, understandings,

values, roles, and themes. Good (1990) points out the limited amount of time pre-service teachers actually spend in professional education courses. Therefore, the undergraduate program focuses on providing a strong theory base and opportunities to analyze practice, either directly in classrooms or through case studies, simulations, or mediated experiences. Reflection, independent and collaborative, is encouraged, and required in classes that complement and supplement each other. Curriculum and instruction are structured to insure that what is learned is consequently revisited, reinforced, analyzed, challenged, and evaluated, whether learned through classes or through experience. Throughout the field experience sequence, students are guided in reflective practice through assignments and the seminars in which they are discussed. Student teaching is a final experiential level developmentally, allowing students to assume full responsibility for teaching and learning, but under the guidance and with the support of qualified professionals. The senior portfolio allows students to demonstrate their ability to make decisions based on reflective analysis.

4. **Program completers who teach in the private schools and out of state**

Out-of-state: 3